

WE TRANSFORM OUR SCHOOLYARD

Imagine through diversities and sensces

With this game we want to provide the schools with a tool to observe the schoolyard with a new perspective of diversities and sences.

Promoting cooperation and inclusive values since childhood will allow us to achieve, in the long term, a more equal and just society.

Shall we play?

Concept

Clara Borràs and Equal Saree

Game based in the methodology of the book: "El patio de la escuela en igualdad. Guía de diagnóstico e intervención con perspectiva de género". Available here: <https://pol-len.cat/llibres/patis-escola/>

Design

Clara Borràs

Team and Coordination

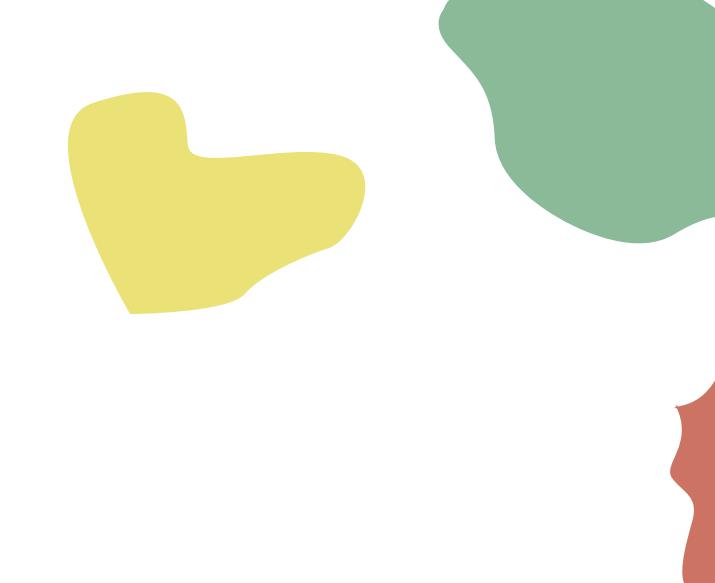
We are an international team of women architects from Spain, Greece and Cyprus with different experiences in various places in the world. Our paths crossed in Barcelona where we shared our interest in participatory projects for urban development and social inclusion.

Julia Goula, Dafne Saldaña y Helena Cardona are part of Equal Saree founded in 2010. Equal Saree is a collective of Barcelona that applies the feminist perspective in architecture and urbanism. Among other projects, Equal Saree has developed a methodology of analysis and intervention with a gender perspective in schoolyards on which the game WE TRANSFORM OUR SCHOOLYARD is based.

Konstantina Chrysostomou, Eva Grigoriadou and Georgia Manousogiannaki studied together in Crete, Greece, and then did their master's studies in Barcelona. Konstantina continues to work on inclusive urban strategies and participatory processes in Barcelona, while Eva and Georgia returned to Athens where they are working on educational and social programs.



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WHAT WILL YOU FIND IN THIS DOCUMENT?

1. The game: an introductory explanation.
2. How to organise the game: space, time and material
3. Step by Step.
4. Annex: The materials you will need for playing.
 - A. Dossier for every team (blue, yellow, red, green)

1 THE GAME

What is it?

The game **We Transform Our Shcoolyard** is the second part of the game **We Observe Our Schoolyard** and it offers an educational and ludic tool for the kids to think, experiment and develop proposals to improve the schoolyard under a new perspective.

Again, through the fictional character, the students will work on empathy and will imagine a new schoolyard through their senses.

To whom is addressed?

The game is addressed to primary schools that would like to work on the values of inclusivity under a gender perspective.

How is it played?

The game is designed so that a class can make 4 blocks of activities divided into groups, the same groups as in the previous game:



If in the previous game, it was decided that only one block would be made, it is important to focus this second part on the same block.

What are the stages?

The game has 3 stages with a duration of 2 to 3 hours each: Prioritization, Imagine the senses and The newspaper of the future. They can be done on the same day or on different days.

2

PLANIFICATION: SPACE, TIME AND MATERIALS

STAGES	DESCRIPTION	TIME	MATERIALS*	SPACE
1 Prioritazation	<p>We start from the results of the game We observe Our Schoolyard and then we order them according to the priorities set by the children.</p> <p>On the basis of a chosen need, each group decides the specific location of the need and, therefore, the space to be transformed.</p>	60'	<p>Templates to arrange the hearts (<3) and the exclamation marks (!)</p> <p>Markers</p> <p>Scissors</p> <p>Template where the problem (!) is written, the location of the problem on the map of the school</p> <p>Plan of the schoolyard (from Google Maps or other sized 18x16.5 cm approx.)</p>	Classroom or Schoolyard
2 We imagine through the senses	<p>Through our senses, we imagine proposals that could be part of the solution of the detected problem.</p> <p>First, we go out to the schoolyard and imagine how the character would experience a new space through the senses.</p> <p>At the end of the session, the imagined proposals are discussed and we take pictures of this process.</p>	1:30h	<p>Templates for the senses</p> <p>Markers and colors</p> <p>Painter's tape</p> <p>Scissors and glue</p> <p>Texture cuts, whether printed or real (sand, fabrics, ropes, grass, cork, etc.)</p> <p>1 camera</p>	Schoolyard
3 The newspaper of the future	<p>In this phase the proposals that have been imagined for the schoolyard are collected. We will write an article in an imaginary newspaper of the future. For this, different roles must be distributed.</p> <p>Finally, we will gather all the material in a mural.</p>	2h	<p>Newspaper article templates printed in A3 size</p> <p>Scissors</p> <p>Pens</p> <p>Photographs of phase 2.</p> <p>Glue</p> <p>Wall paper</p>	Classroom, Corridor, Schoolyard

*the templates you will find in part 4. Annex: the materials we need to play

3 STEP BY STEP

3.1 THE PRIORITIZATION

Prioritize the results of the game WE OBSERVE OUR SCHOOLYARD

Apart from the character figure that the game Observe our Schoolyard result, each group has to complete each observation sheet of the hearts (<3) and exclamation marks (!) the different necessities and good practices that you identify in the schoolyard through the eyes for your character. Once written on the template, kids will have to make lists according to priorities.

Always with intent to express the experiences of their character.

Observation Sheets:

Sheet 1 (Hearts):

WRITE IN THIS LIST ALL THOSE  YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EVERY HEART WRITE DOWN A TITLE THAT THE HEART IS REPRESENTING, FOR EXAMPLE: WE LIKE OUR SCHOOLYARD BECAUSE IS FULL OF TREES.

Sheet 2 (Exclamation Marks):

WRITE IN THIS LIST ALL THOSE  YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EACH EXCLAMATION, WRITE DOWN A TITLE OF WHAT REPRESENTS, FOR EXAMPLE: IN OUR SCHOOLYARD, ARE MISSING PLACES WHERE WE CAN RELAX.

Prioritization Lists:

Left List:

1	PUT HERE EVERY TITLE WITH PRIORITY ORDER
2	PUT HERE EVERY TITLE WITH PRIORITY ORDER
3	PUT HERE EVERY TITLE WITH PRIORITY ORDER
4	PUT HERE EVERY TITLE WITH PRIORITY ORDER
5	PUT HERE EVERY TITLE WITH PRIORITY ORDER
6	PUT HERE EVERY TITLE WITH PRIORITY ORDER

Right List:

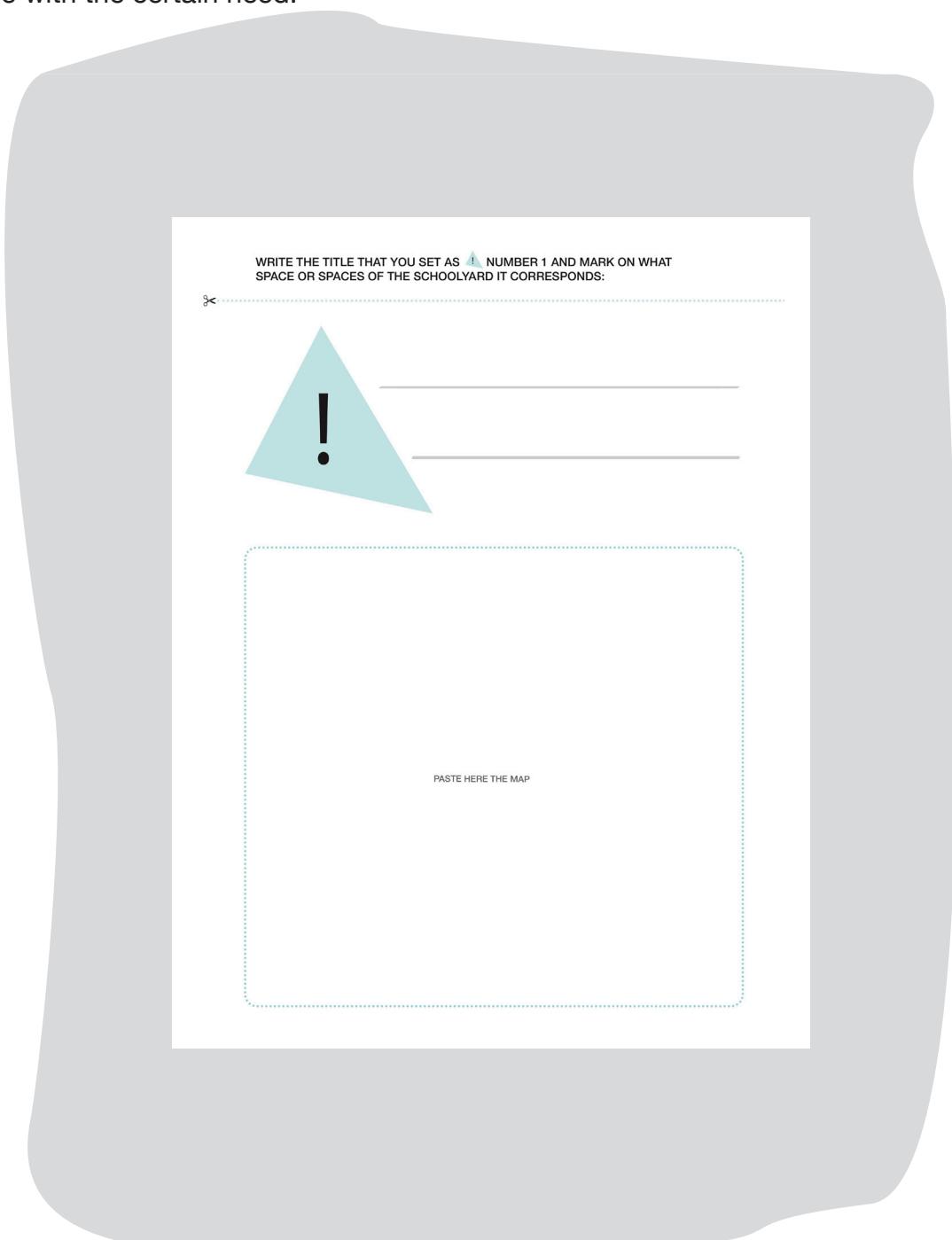
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Priority Needs

Each group must choose the no1 need of the exclamation mark (!) document and write it on the next tab. At the bottom, a copy of the plan of the schoolyard is attached (with which you have already become familiar after the game **We observe our schoolyard**).

Continuously, each group goes out to the schoolyard and decides where the need could be answered.

Finally, the schoolyards' space is marked with a color where they have decided to analyse with the certain need.



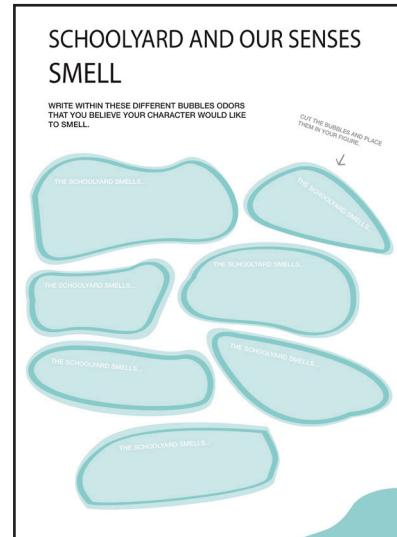
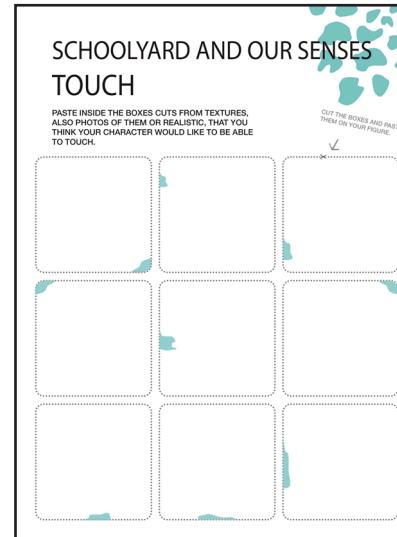
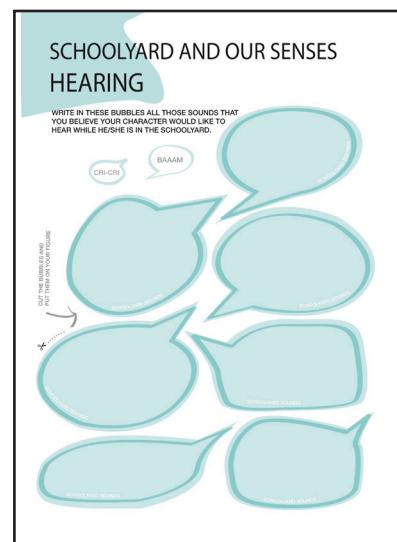
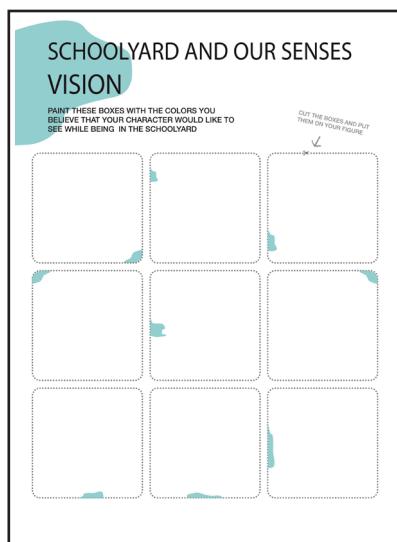
3.2 WE IMAGINE THROUGH THE SENSES

Imagine

In this phase, the kids, through the templates will find in their dossier, must imagine how their character would like to experience their schoolyard. This activity seeks to capture the wishes of girls and boys through sounds, smells, touch or vision. The teacher who encourage the activity will ask the students to be distributed in the 4 groups and go to the space they have marked in the plan during the previous phase. In each dossier the groups will find some files that will help them define their feelings.

The group has to cut and paste with a tape the different elements, either on the walls, on the floor or any other space.

Image templates:



Collective mapping

At the end of the session, all the groups meet together, in order to make team meeting and explain and present their proposals, starting from the initial problem and defining how they imagined the experience of this new space through the senses.

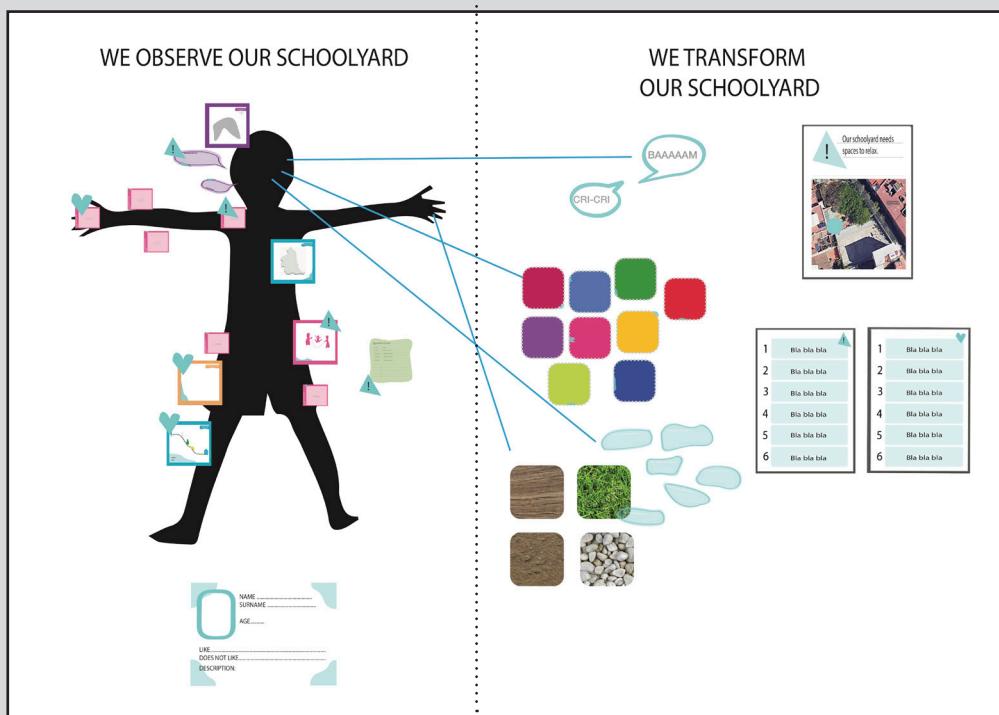
A real proposal of a space is not expected from this activity, but kids can imagine the experience of a space.

A volunteer can take pictures, It is important that an overview of the space that has been analysed, as well as representative details will be presented. The photographs will be used in the 3rd stage.

Documentation

Before moving on to the 3rd stage, each group will take a few minutes to collect all the material they have generated and place it on a mural right next to the activity mural: **We observe our schoolyard** If necessary they can make arrows, write comments, etc.

Example of a possible result:



3.3. THE NEWSPAPER FROM THE FUTURE

This session's objective is to document the live process during the activity. The students have to write an article in a imaginary newspaper from the future, in which there are news about the day of the inauguration of the new schoolyard. For this one they have to take different roles:

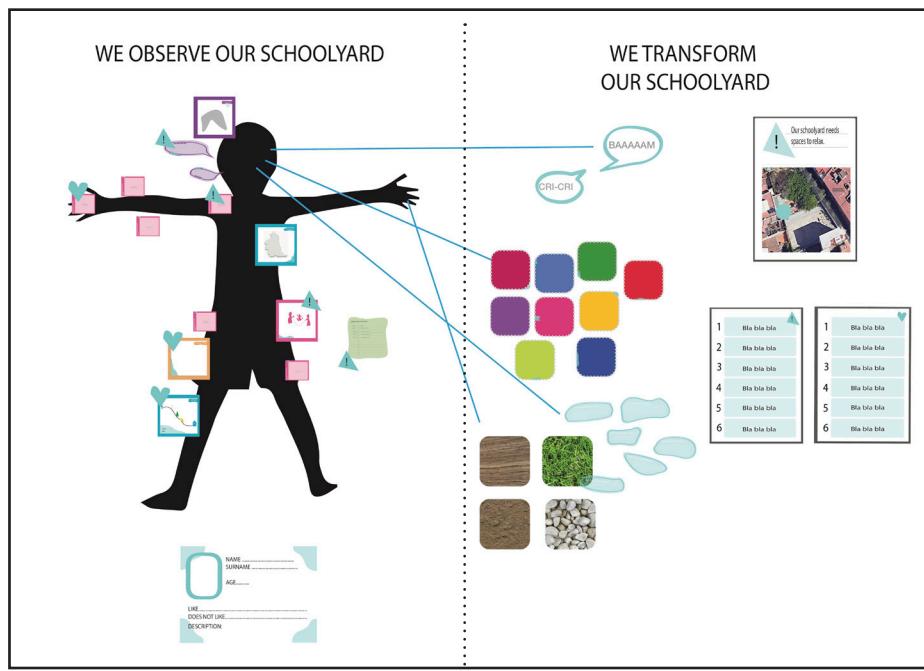
- **The character:** represents the testimony of the experience and the change in the schoolyard. The boy or the girl will put themselves in the role of his/her character and think about what opinion he/she would have about the proposal that his/her group has made. Do you like? Don't you like? Could you consider any more aspects

- **The journalist:** He/she will do an interview to the character in order to understand how has he/she experienced the process and what he/she thinks about the new proposal for the schoolyard.

- **The editors:** They write the headline, the introduction and the text describing how it was the day of the inauguration of the new schoolyard. All shall come from kids own imagination. They should make a drawing of what would be a imaginary inauguration of the schoolyard that incorporates all the details that have been elaborated during the activity. In the article, for example, they can describe what the new schoolyard looks like, what the general opinion of the school community has been, the design process, etc.

- **The designers:** They gather all the material on the newspaper's article template that they will hang on the mural. If they wish, kids can also design their own newspaper, without using the template.

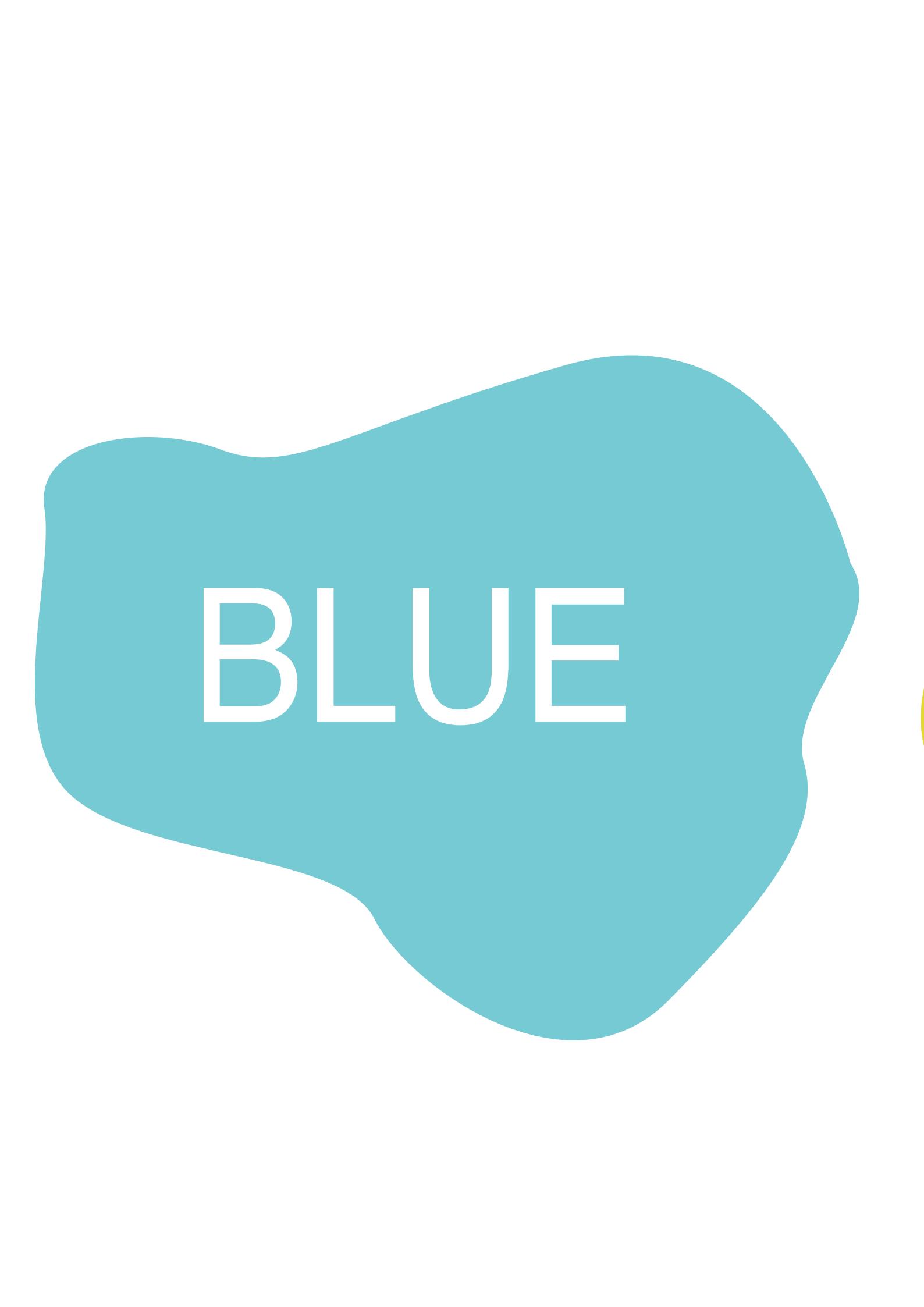
Finally, at the end of the two games, you will get a mural in 2 parts with which you can make an exhibition at the school (in the yard, the corridors or other spaces) so that the whole school's community can consult and compare the results.



ANNEX

AANEX

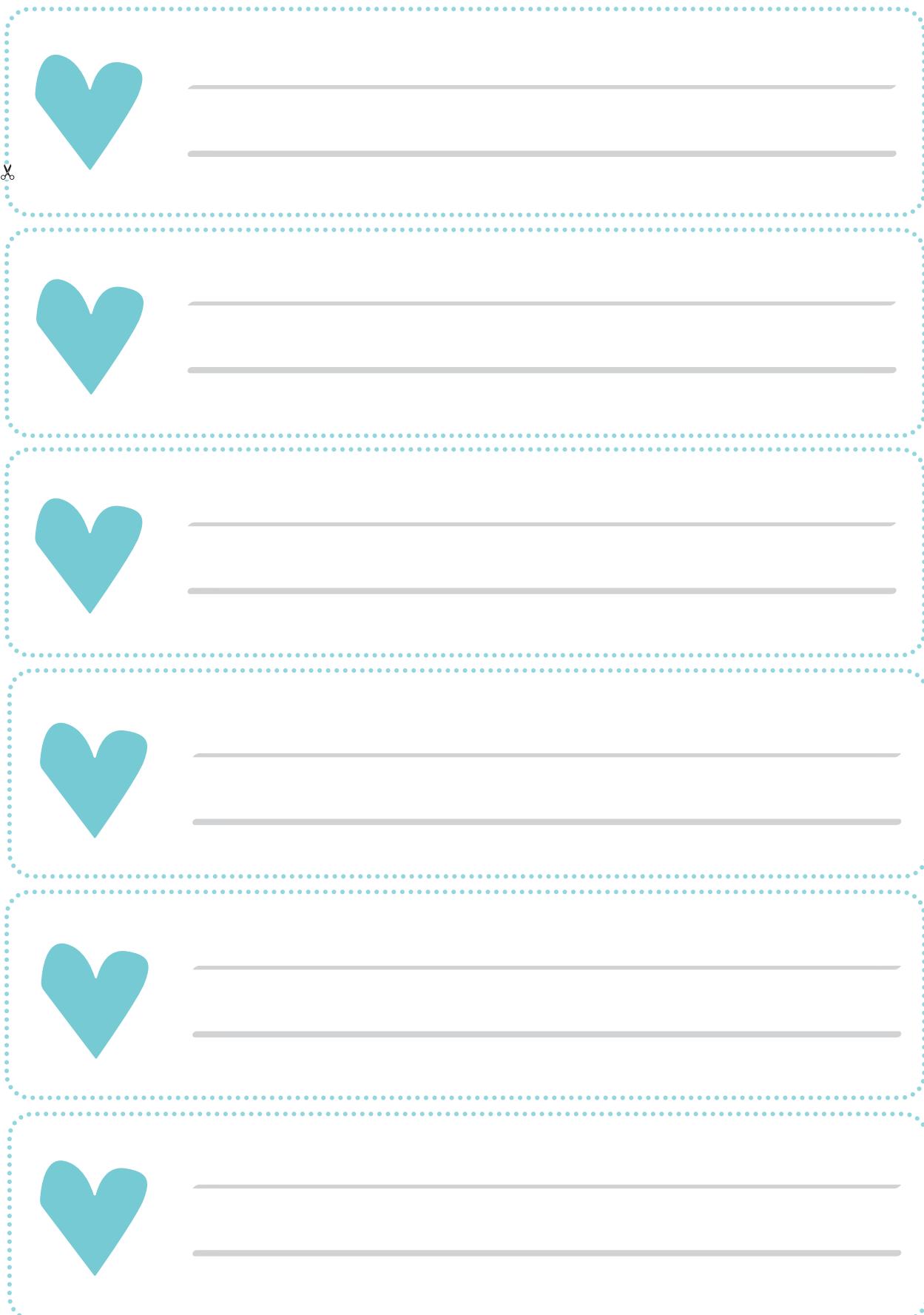
DOSSIER FOR EACH GROUP (BLUE, YELLOW, RED AND GREEN)



BLUE

WRITE IN THIS LIST ALL THOSE  YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EVERY HEART WRITE DOWN A TITLE THAT THE HEART IS REPRESENTING, FOR EXAMPLE: WE LIKE OUR SCHOOLYARD BECAUSE IS FULL OF TREES.

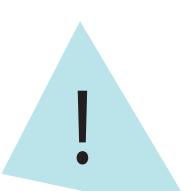


Below the silhouette, there are six rows, each containing a large blue heart icon on the left and three horizontal grey lines for writing on the right.

WRITE IN THIS LIST ALL THOSE  YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EACH EXCLAMATION, WRITE DOWN A TITLE OF WHAT REPRESENTS, FOR EXAMPLE:  IN OUR SCHOOLYARD, ARE MISSING PLACES WHERE WE CAN RELAX.



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	_____



1

PUT HERE EVERY TITLE WITH PRIORITY ORDER

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PUT HERE EVERY TITLE WITH PRIORITY ORDER

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ΒΑΛΤΕ ΕΔΩ ΚΑΘΕ ΤΙΤΛΟ ΜΕ ΣΕΙΡΑ ΠΡΟΤΕΡΑΙΟΤΗΤΑΣ



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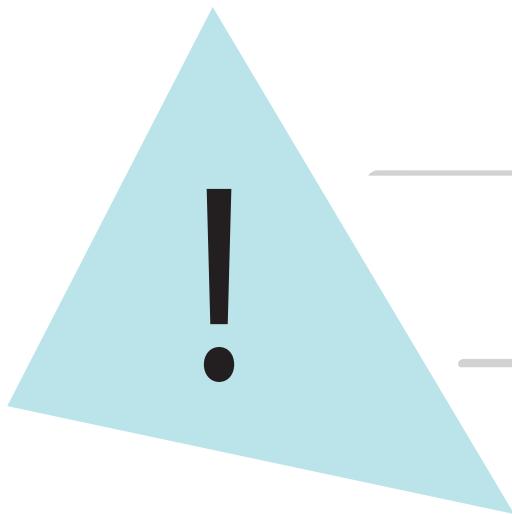
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PUT HERE EVERY TITLE WITH PRIORITY ORDER

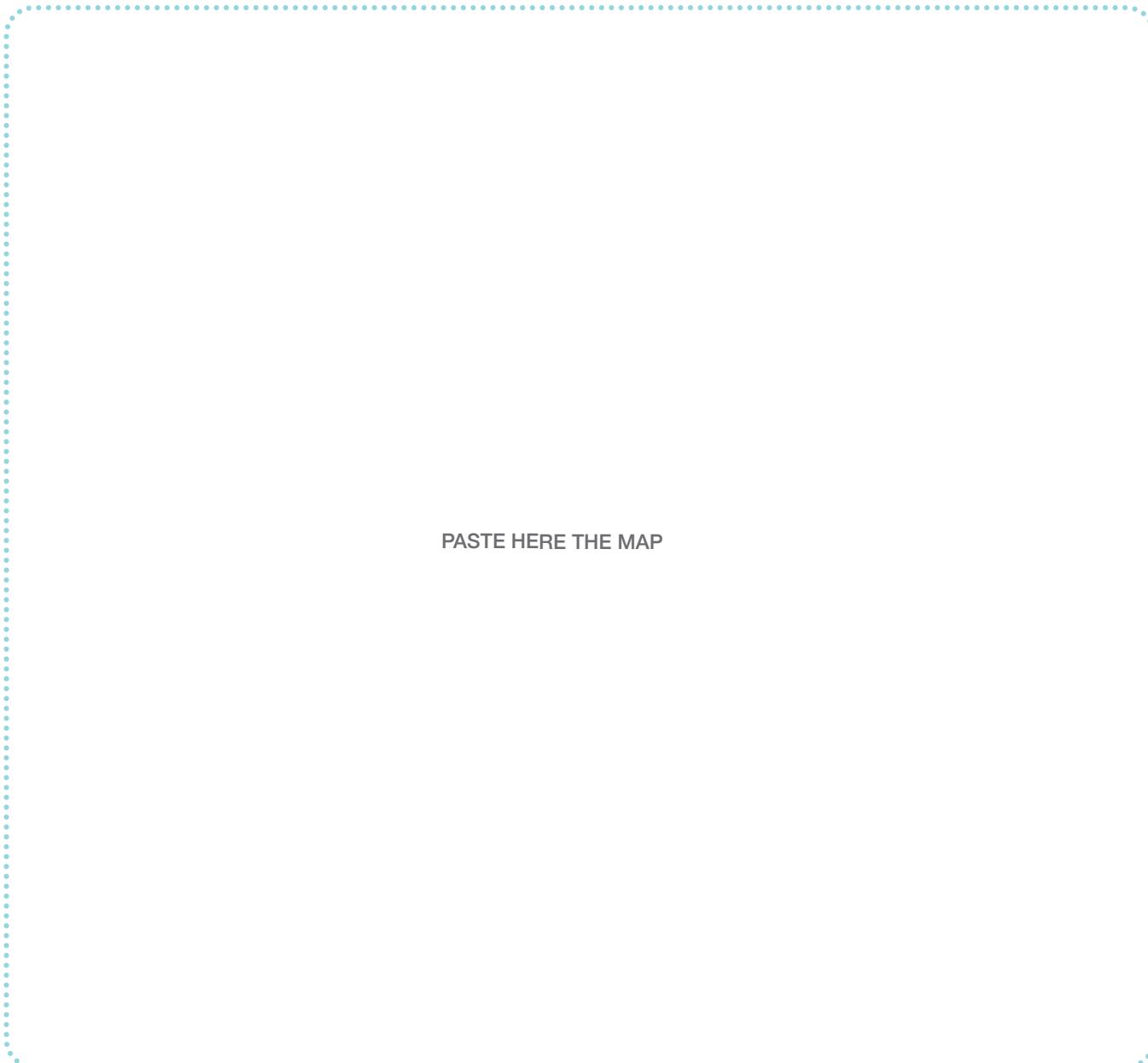
6

PUT HERE EVERY TITLE WITH PRIORITY ORDER

WRITE THE TITLE THAT YOU SET AS  NUMBER 1 AND MARK ON WHAT SPACE OR SPACES OF THE SCHOOLYARD IT CORRESPONDS:



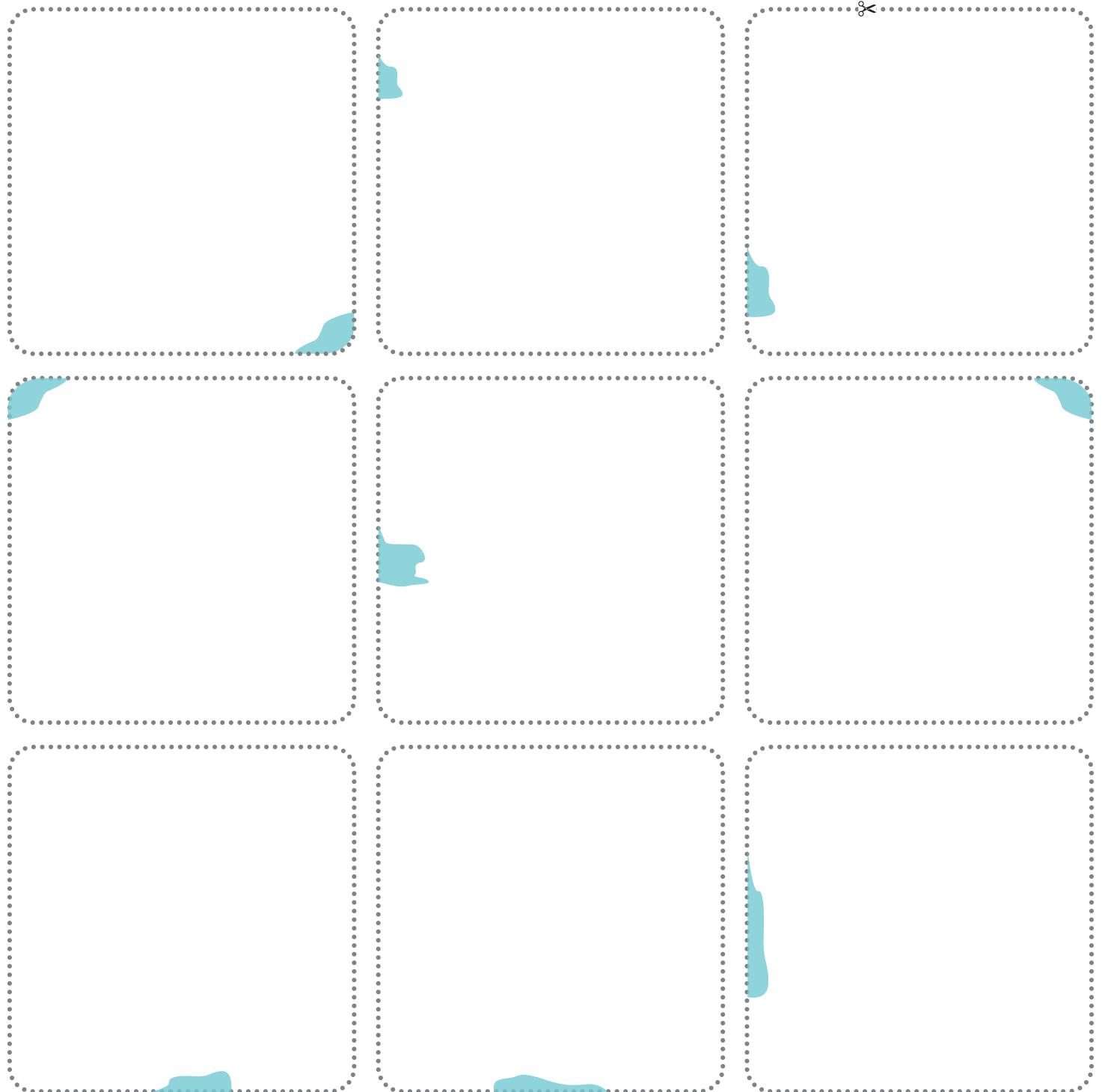
PASTE HERE THE MAP



SCHOOLYARD AND OUR SENSES VISION

PAINT THESE BOXES WITH THE COLORS YOU
BELIEVE THAT YOUR CHARACTER WOULD LIKE TO
SEE WHILE BEING IN THE SCHOOLYARD

CUT THE BOXES AND PUT
THEM ON YOUR FIGURE



SCHOOLYARD AND OUR SENSES

HEARING

WRITE IN THESE BUBBLES ALL THOSE SOUNDS THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE TO HEAR WHILE HE/SHE IS IN THE SCHOOLYARD.

CUT THE BUBBLES AND
PUT THEM ON YOUR FIGURE

CRI-CRI

BAAAM

SCHOOLYARD SOUNDS

SCHOOLYARD SOUNDS

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SCHOOLYARD SOUNDS

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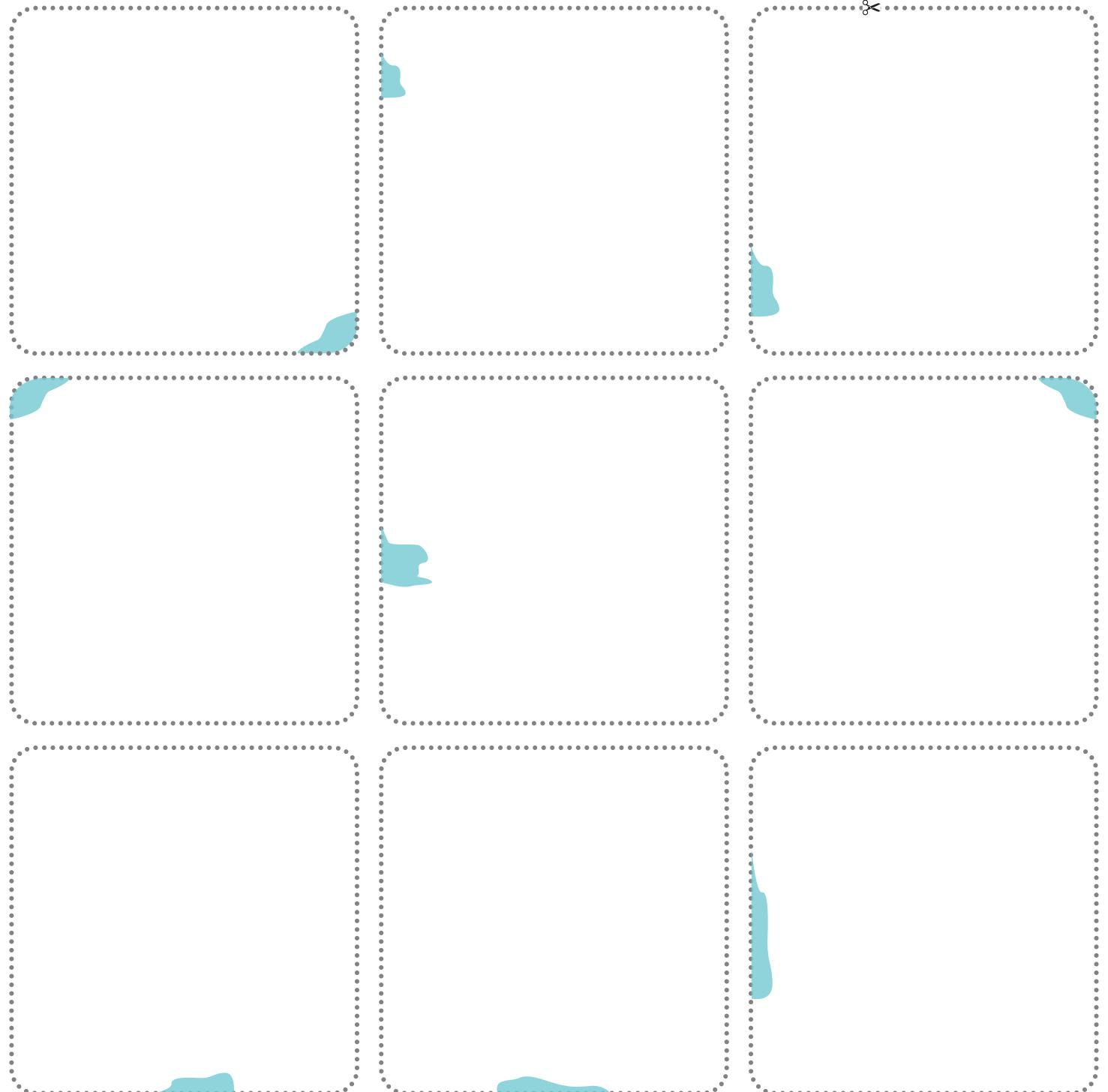
SCHOOLYARD SOUNDS

SCHOOLYARD AND OUR SENSES TOUCH



PASTE INSIDE THE BOXES CUTS FROM TEXTURES,
ALSO PHOTOS OF THEM OR REALISTIC, THAT YOU
THINK YOUR CHARACTER WOULD LIKE TO BE ABLE
TO TOUCH.

CUT THE BOXES AND PASTE
THEM ON YOUR FIGURE.



SCHOOLYARD AND OUR SENSES SMELL

WRITE WITHIN THESE DIFFERENT BUBBLES ODORS
THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE
TO SMELL.

CUT THE BUBBLES AND PLACE
THEM IN YOUR FIGURE.



THE SCHOOLYARD SMELLS...

NEWS

PASTE HERE AN IMAGE THAT
REPRESENTS YOUR PROPOSAL FOR
THE IMPROVEMENT OF THE
SCHOOLYARD

OUR NEW SCHOOLYARD...

PUT HERE ANOTHER IMAGE
OF YOUR PROPOSAL

PASTE HERE AN IMAGE FROM
THE PROCESS OF THE
TRANSFORMATION OF THE
SCHOOLYARD

The new schoolyard includes...

During the design

girls and boys...

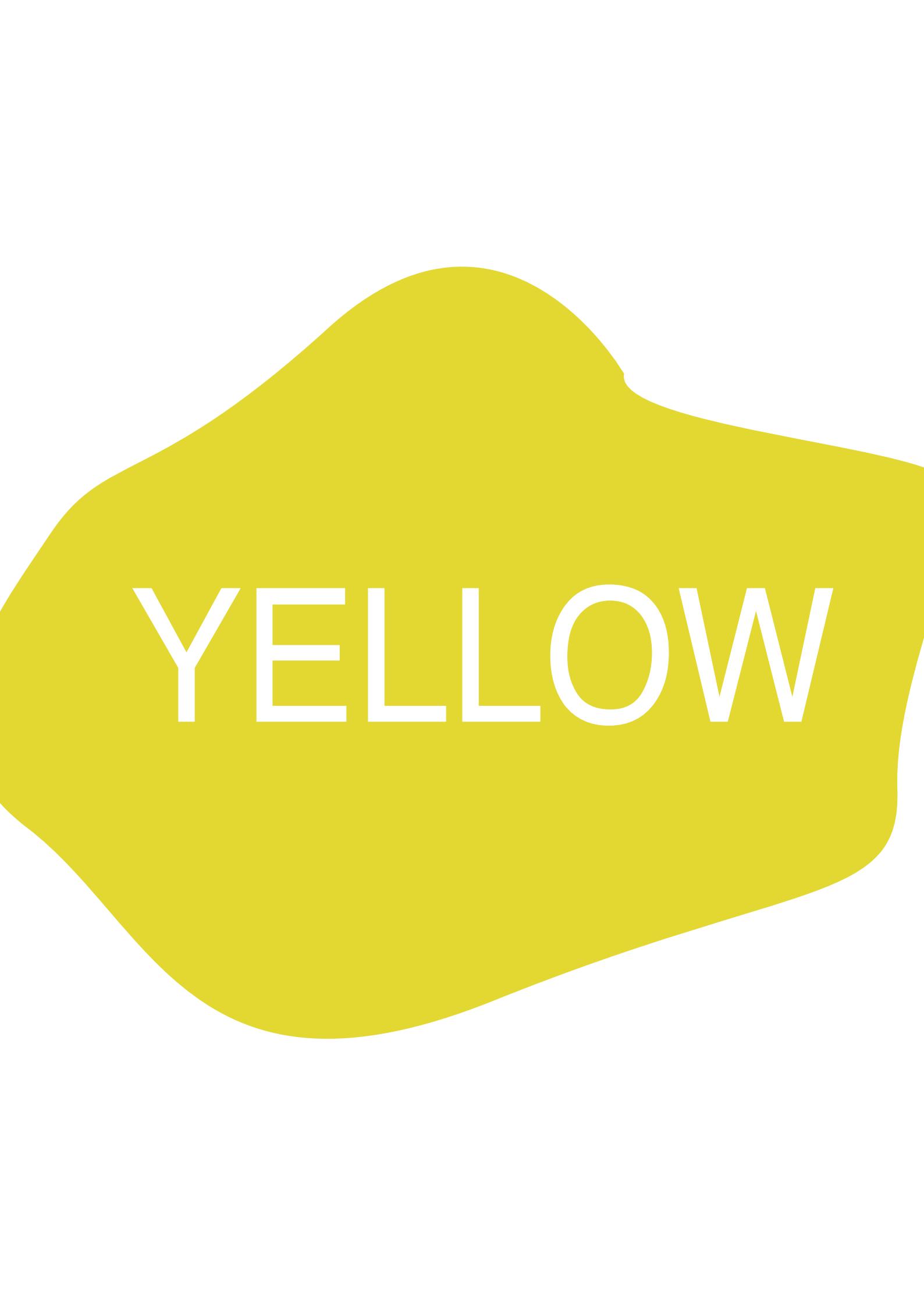
THE INTERVIEW

The newspaper has interviewed
what changes are necessary
for the schoolyard

How did you decide
what changes are necessary
for the schoolyard

What is your favorite element
of the new schoolyard?

PASTE HERE A PORTRAIT
OF YOUR CHARACTER



YELLOW

WRITE IN THIS LIST ALL THOSE YOU  HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EVERY HEART WRITE DOWN A TITLE THAT THE HEART IS REPRESENTING, FOR EXAMPLE: WE LIKE OUR SCHOOLYARD BECAUSE IS FULL OF TREES.

This image shows a vertical sheet of six lined paper strips, each featuring a large yellow heart in the top left corner and a small pair of yellow scissors icon near the top edge. The strips are separated by horizontal dotted lines.

WRITE IN THIS LIST ALL THOSE  YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

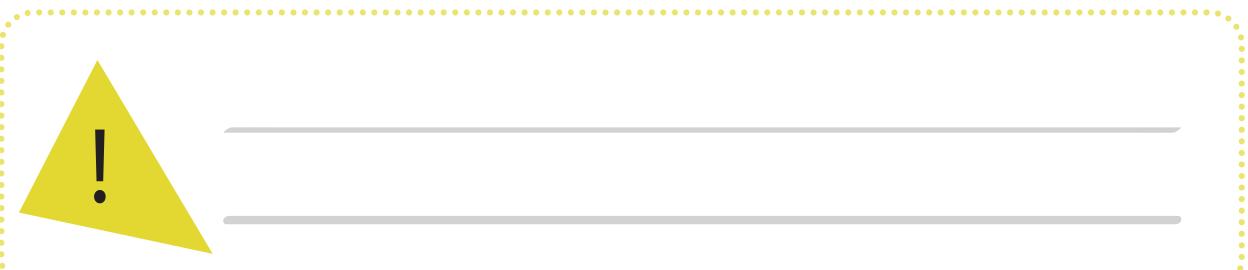
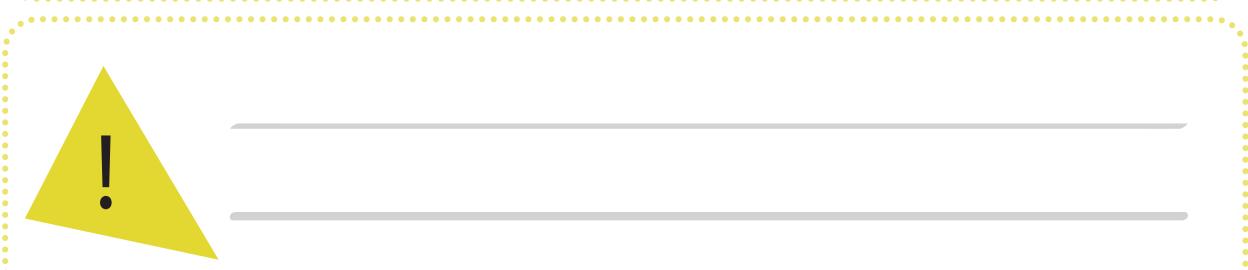
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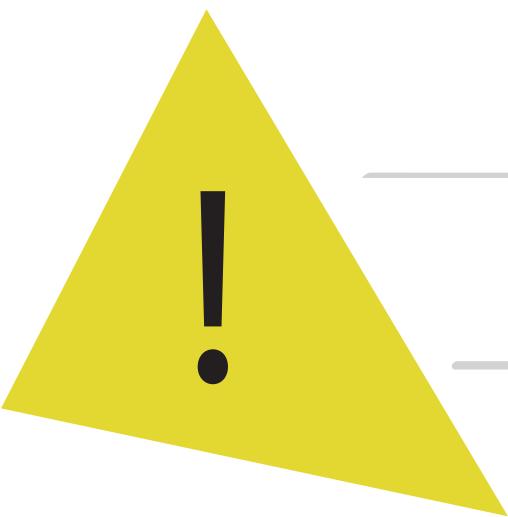
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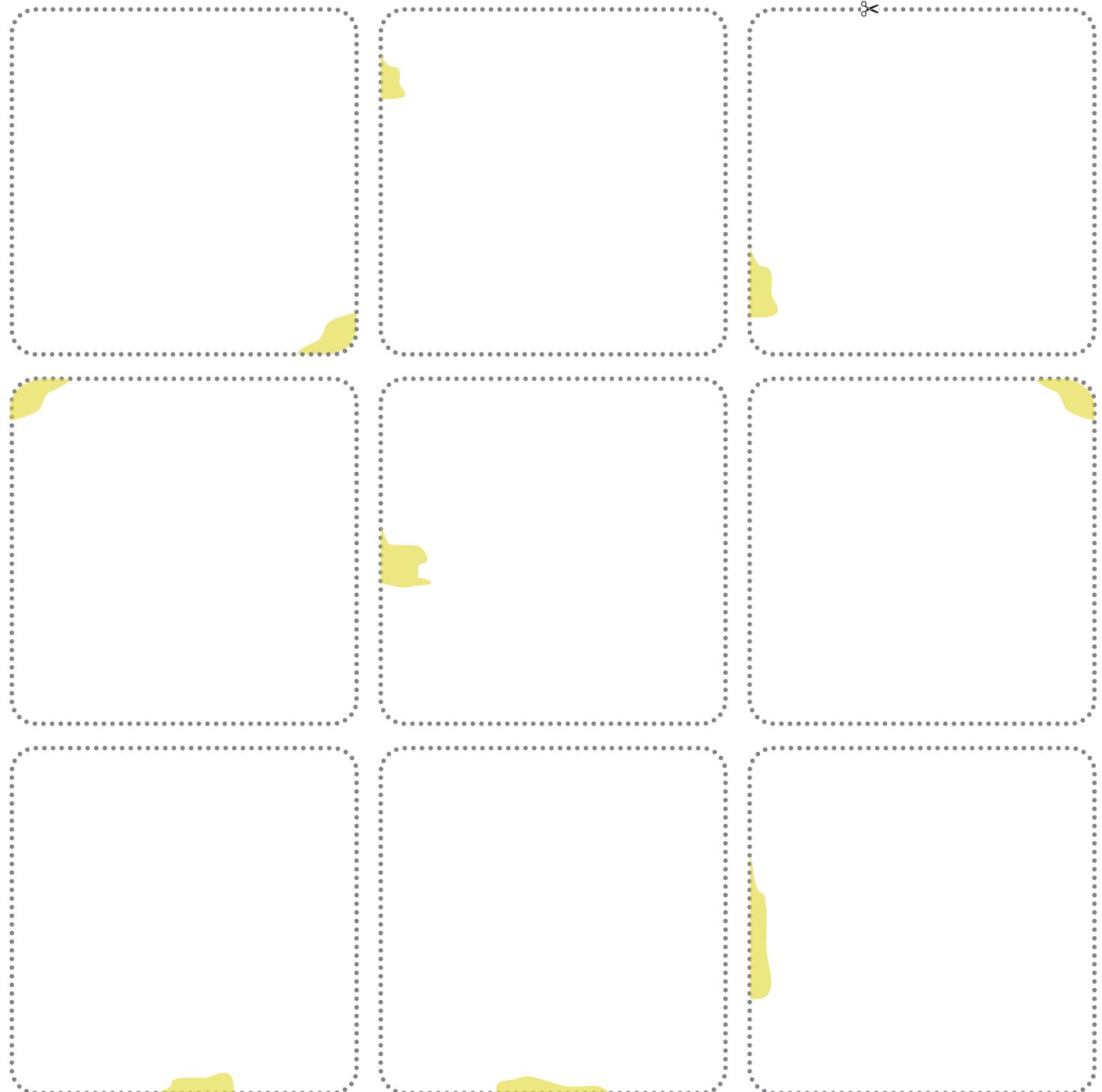


PASTE HERE THE MAP

SCHOOLYARD AND OUR SENSES VISION

PAINT THESE BOXES WITH THE COLORS YOU
BELIEVE THAT YOUR CHARACTER WOULD LIKE TO
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CUT THE BOXES AND PUT
THEM ON YOUR FIGURE



SCHOOLYARD AND OUR SENSES

HEARING

WRITE IN THESE BUBBLES ALL THOSE SOUNDS THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE TO HEAR WHILE HE/SHE IS IN THE SCHOOLYARD.

CRI-CRI

BAAAM

CUT THE BUBBLES AND
PUT THEM ON YOUR FIGURE

SCHOOLYARD SOUNDS

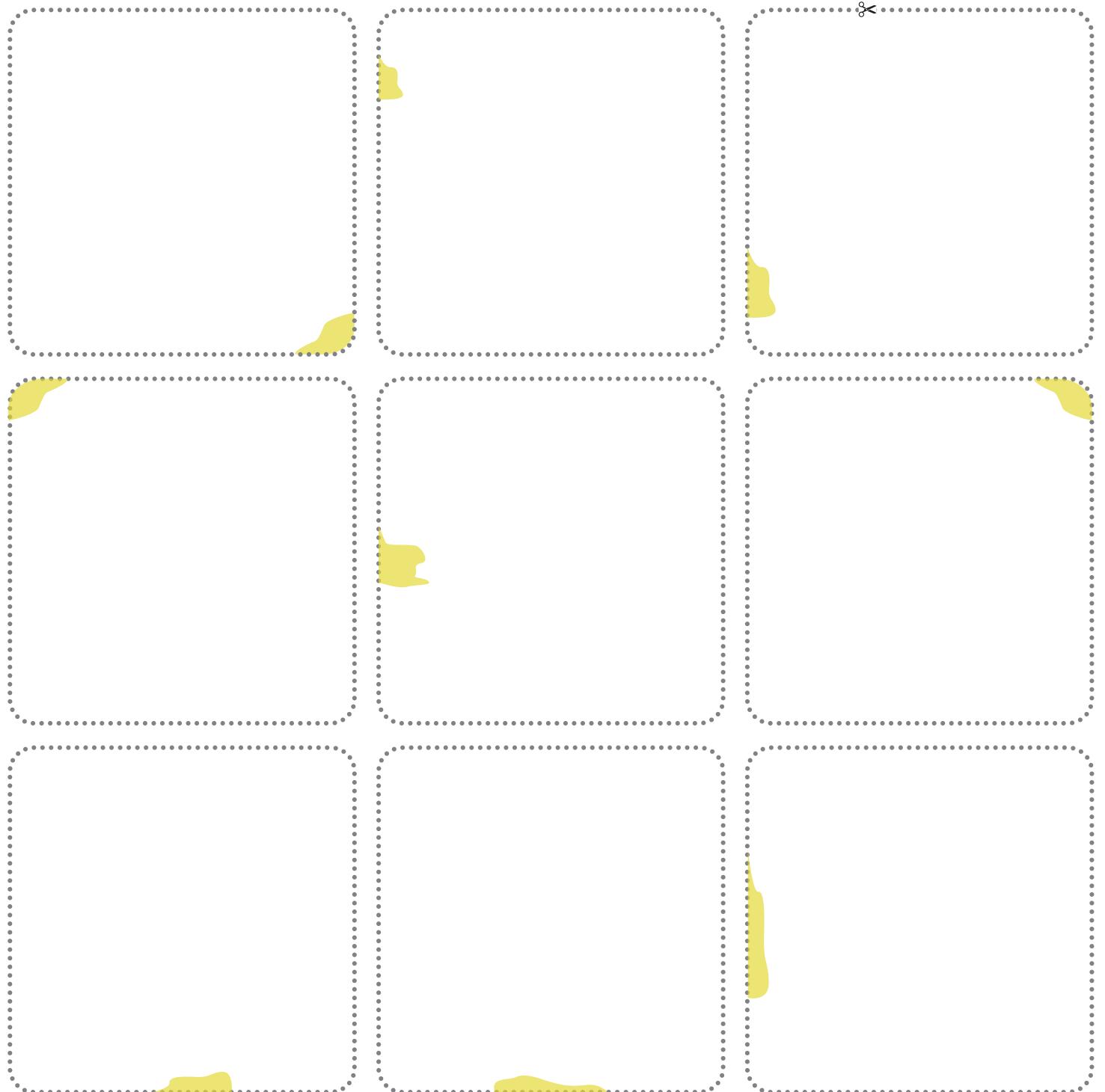


SCHOOLYARD AND OUR SENSES TOUCH



PASTE INSIDE THE BOXES CUTS FROM TEXTURES,
ALSO PHOTOS OF THEM OR REALISTIC, THAT YOU
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CUT THE BOXES AND PASTE
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SCHOOLYARD AND OUR SENSES SMELL

WRITE WITHIN THESE DIFFERENT BUBBLES ODORS
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THE SCHOOLYARD SMELLS...

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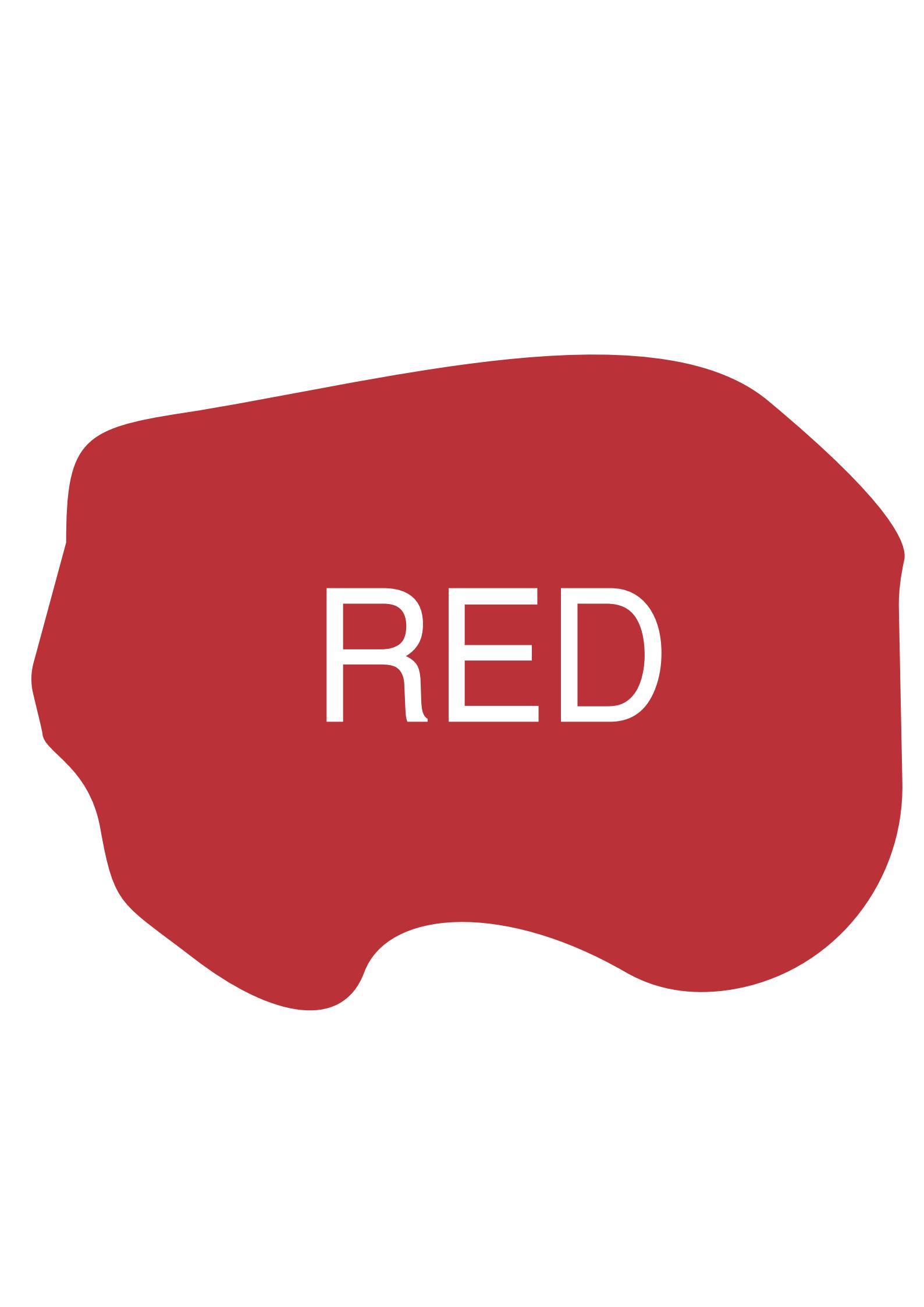
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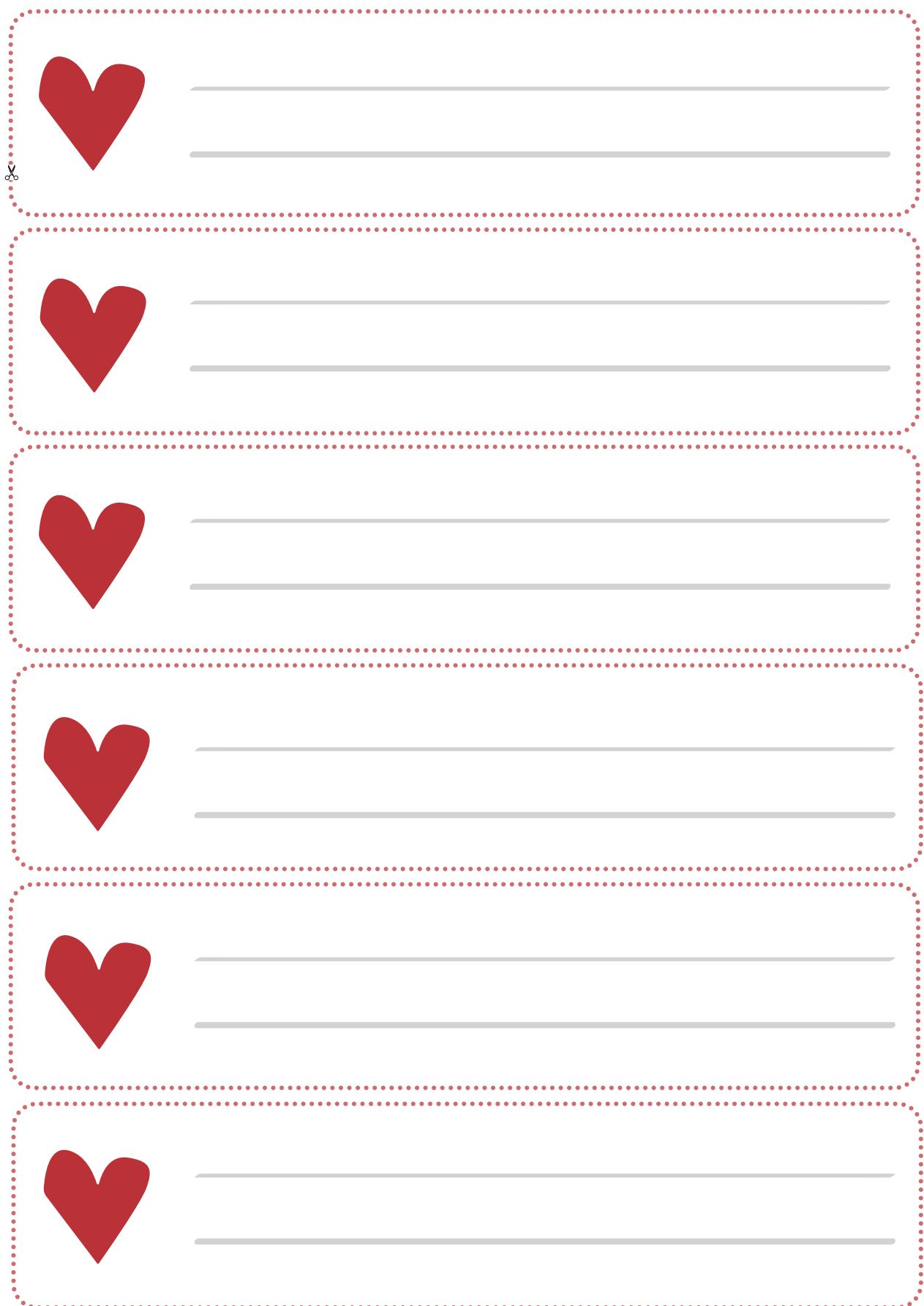
PASTE HERE A PORTRAIT
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RED

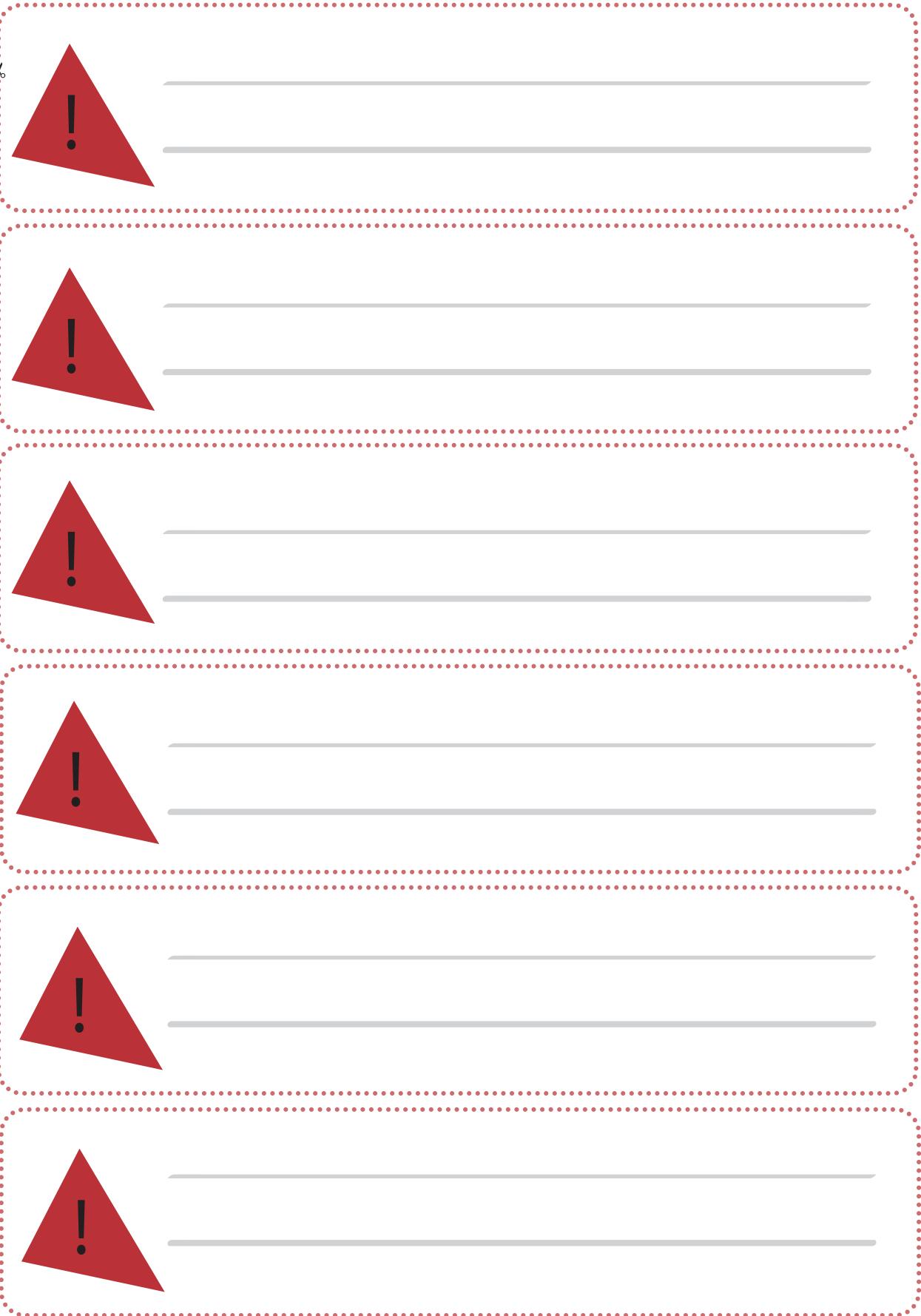
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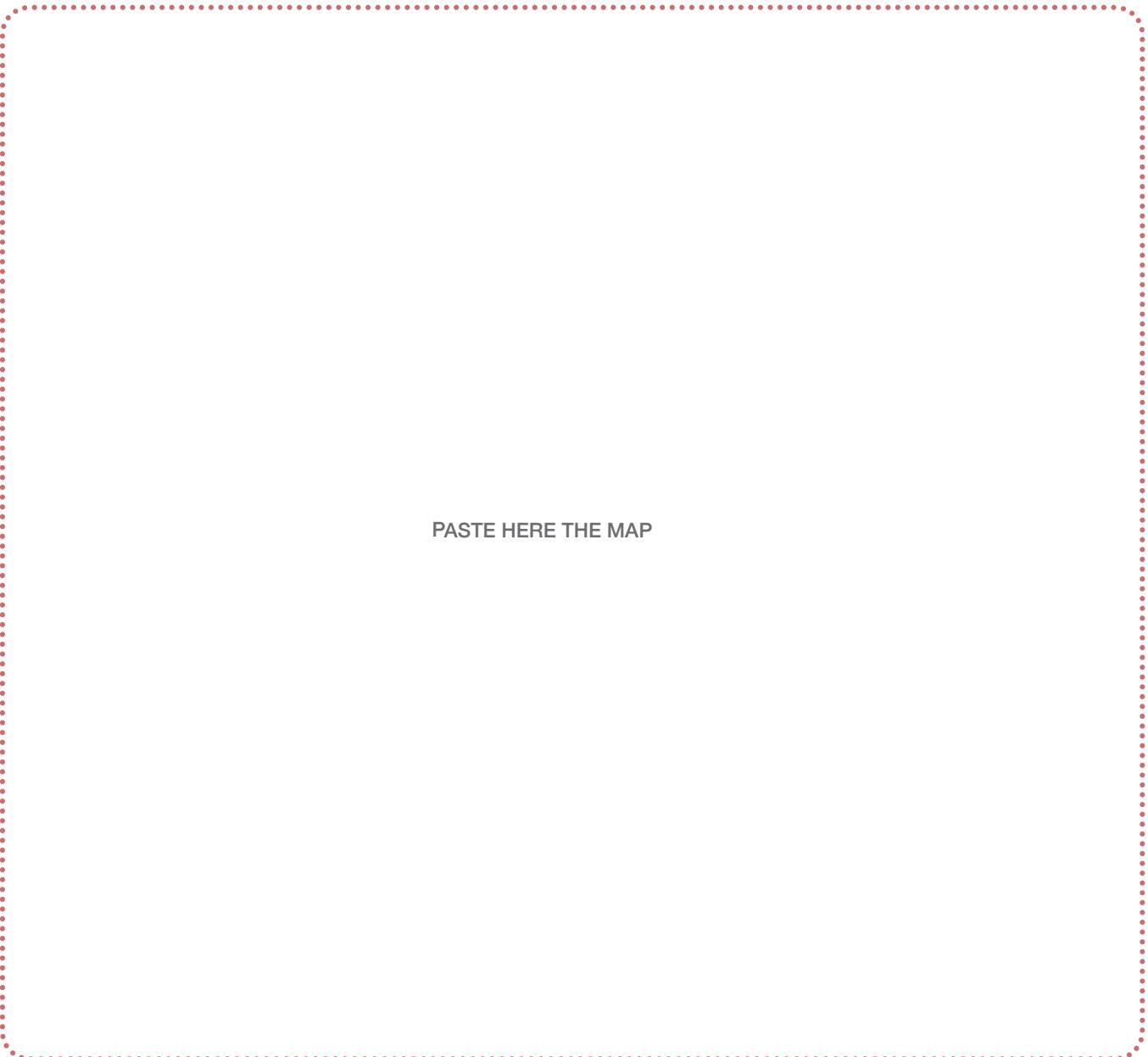
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PASTE HERE THE MAP

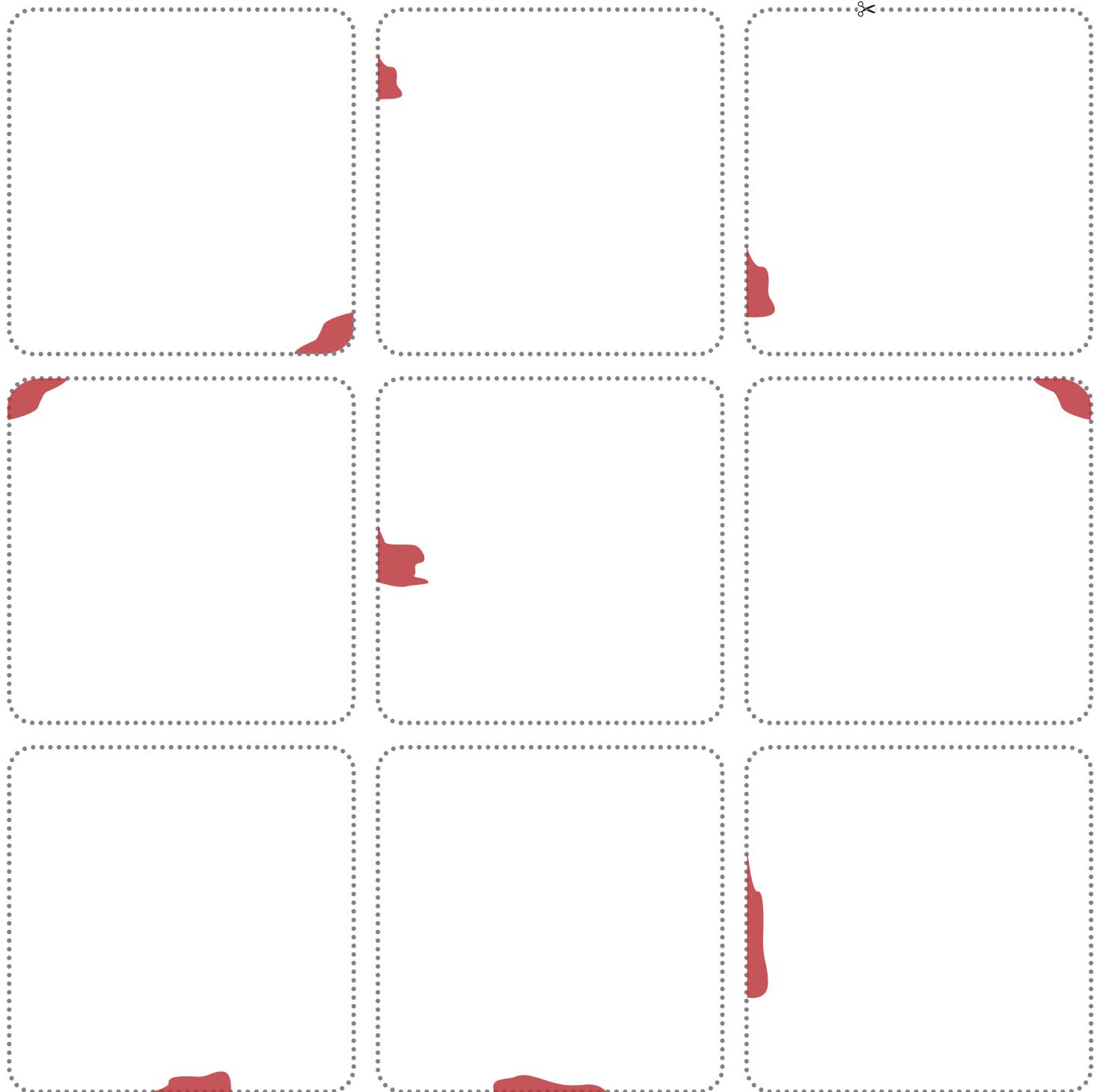
A large rectangular area with a dotted border, intended for pasting a map.

SCHOOLYARD AND OUR SENSES

VISION

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CUT THE BOXES AND PUT
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SCHOOLYARD AND OUR SENSES

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CRI-CRI

BAAAM

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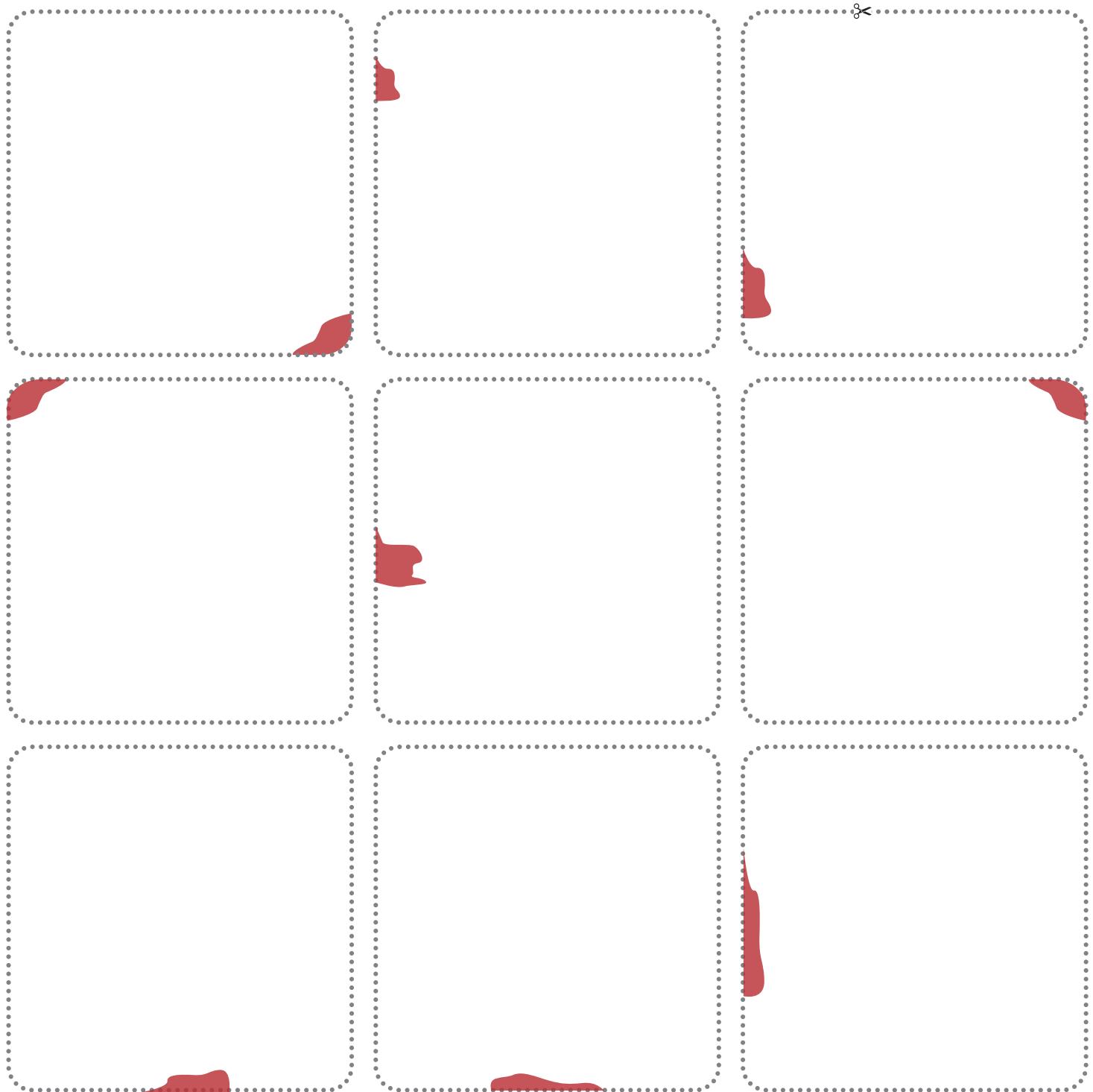
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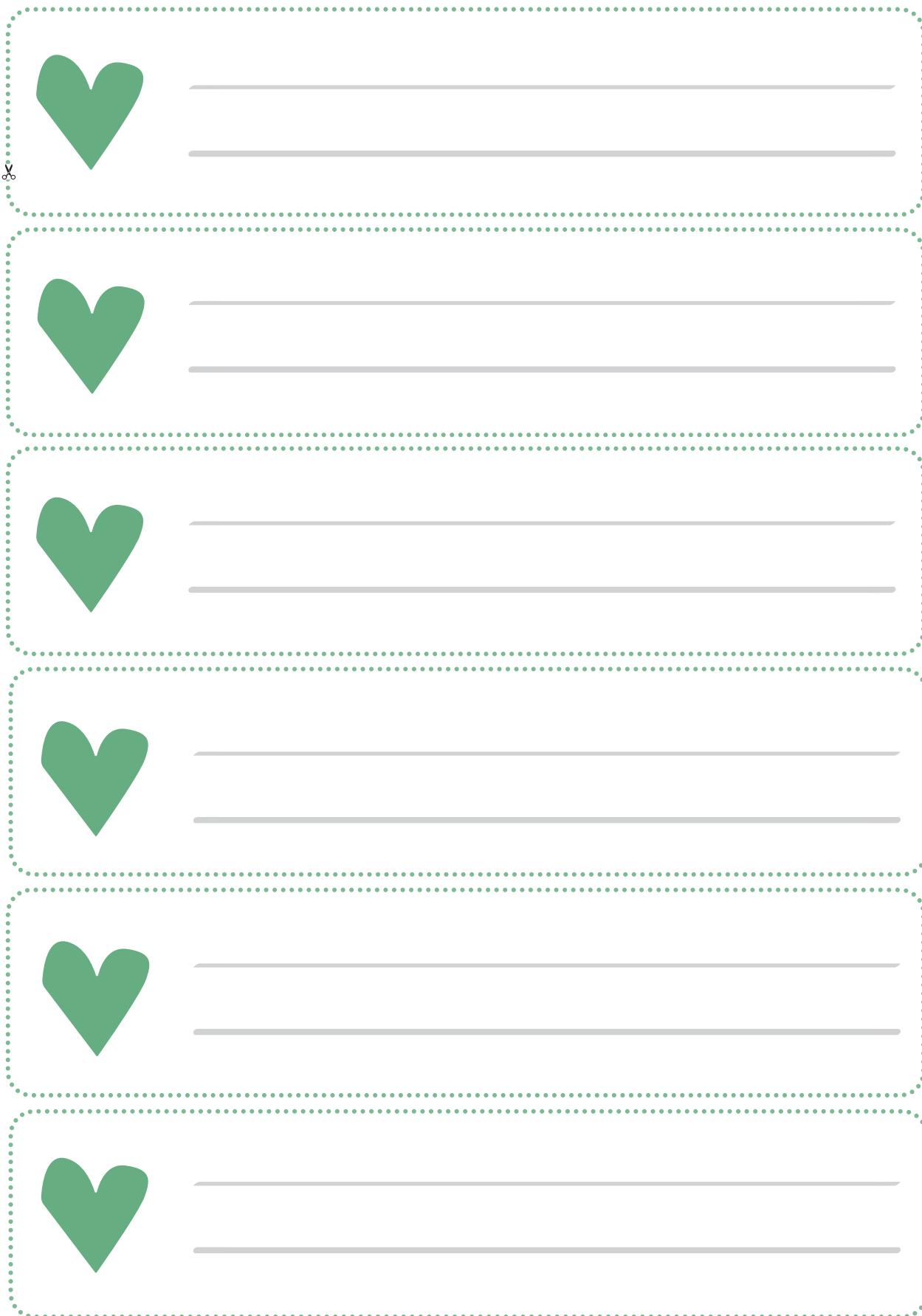
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OF YOUR CHARACTER



GREEN

WRITE IN THIS LIST ALL THOSE ❤ YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EVERY HEART WRITE DOWN A TITLE THAT THE HEART IS REPRESENTING, FOR EXAMPLE: WE LIKE OUR SCHOOLYARD BECAUSE IS FULL OF TREES.

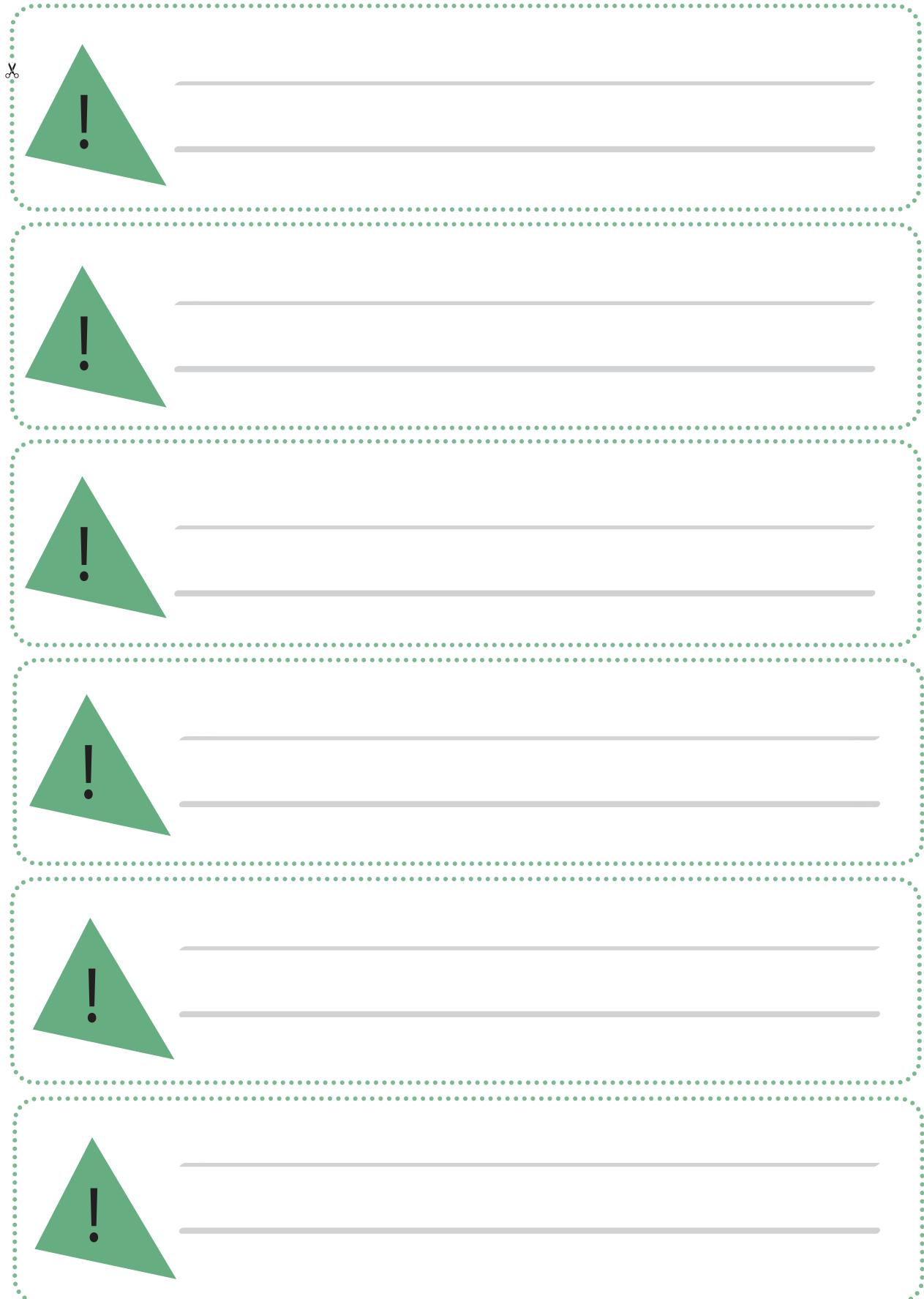


The worksheet consists of six identical rows, each featuring a green heart inside a dotted oval. To the left of the first row is a small icon of a pair of scissors. To the right of each heart are two horizontal lines for writing a title.

WRITE IN THIS LIST ALL THOSE  YOU HAVE PLACED IN THE SILHOUETTE OF YOUR CHARACTER.

NEXT TO EACH EXCLAMATION, WRITE DOWN A TITLE OF WHAT REPRESENTS, FOR EXAMPLE:  IN OUR SCHOOLYARD, ARE MISSING PLACES WHERE WE CAN RELAX.



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! _____

! _____

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1

PUT HERE EVERY TITLE WITH PRIORITY ORDER

2

PUT HERE EVERY TITLE WITH PRIORITY ORDER

3

PUT HERE EVERY TITLE WITH PRIORITY ORDER

4

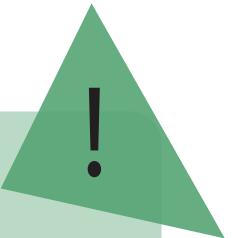
PUT HERE EVERY TITLE WITH PRIORITY ORDER

5

PUT HERE EVERY TITLE WITH PRIORITY ORDER

6

PUT HERE EVERY TITLE WITH PRIORITY ORDER



!

1

PUT HERE EVERY TITLE WITH PRIORITY ORDER

2

PUT HERE EVERY TITLE WITH PRIORITY ORDER

3

PUT HERE EVERY TITLE WITH PRIORITY ORDER

4

PUT HERE EVERY TITLE WITH PRIORITY ORDER

5

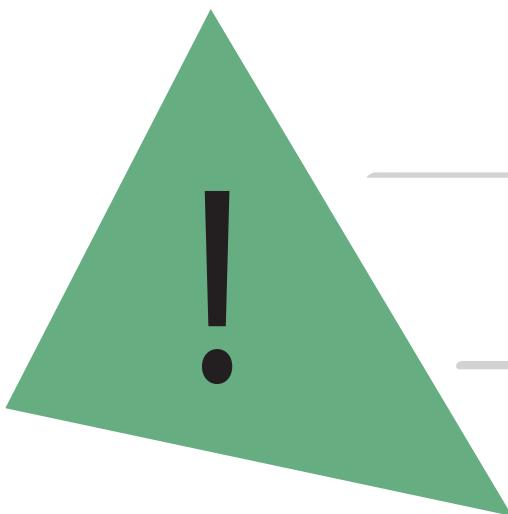
PUT HERE EVERY TITLE WITH PRIORITY ORDER

6

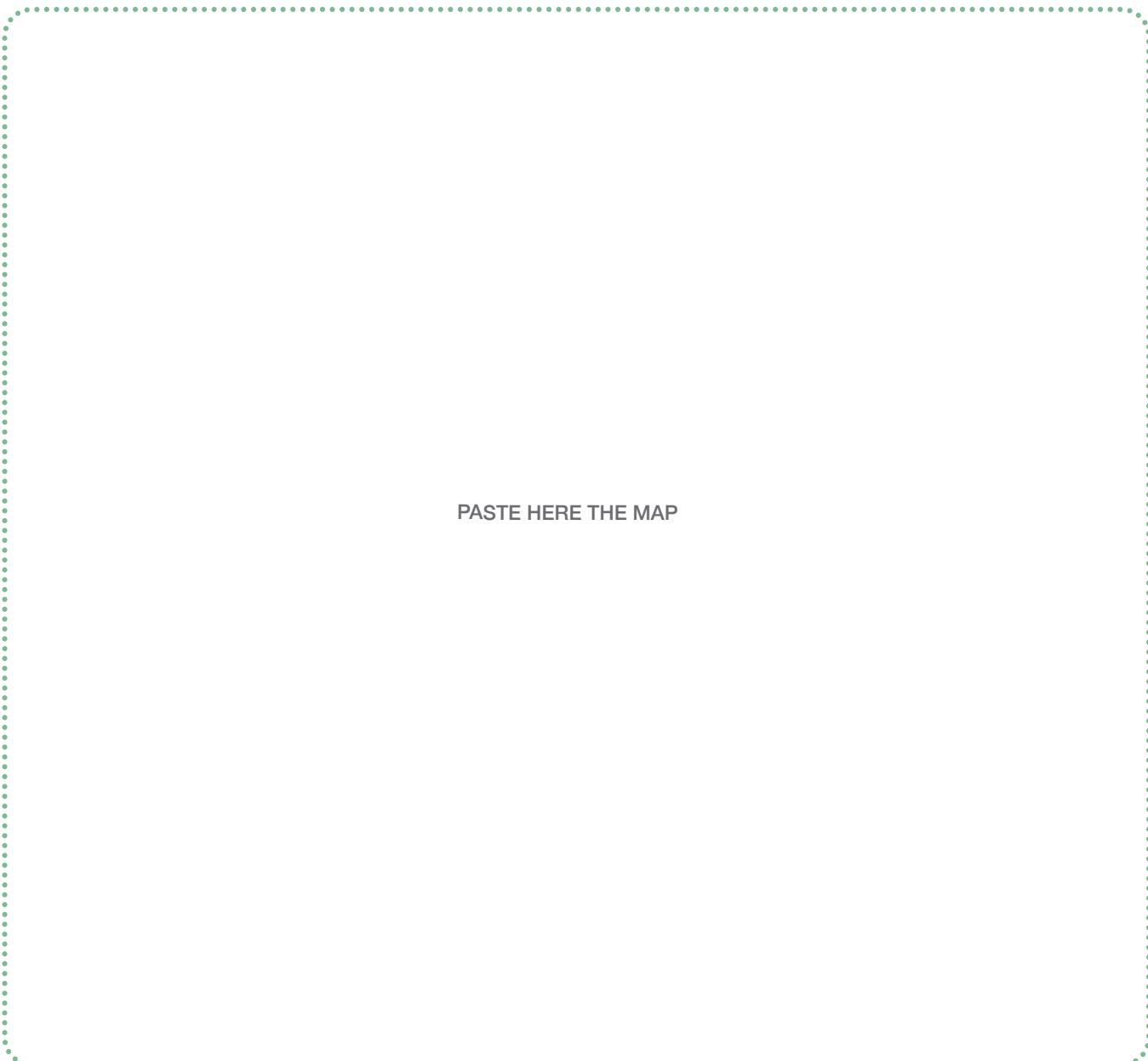
PUT HERE EVERY TITLE WITH PRIORITY ORDER

WRITE THE TITLE THAT YOU SET AS  NUMBER 1 AND MARK ON WHAT SPACE OR SPACES OF THE SCHOOLYARD IT CORRESPONDS:

scissors



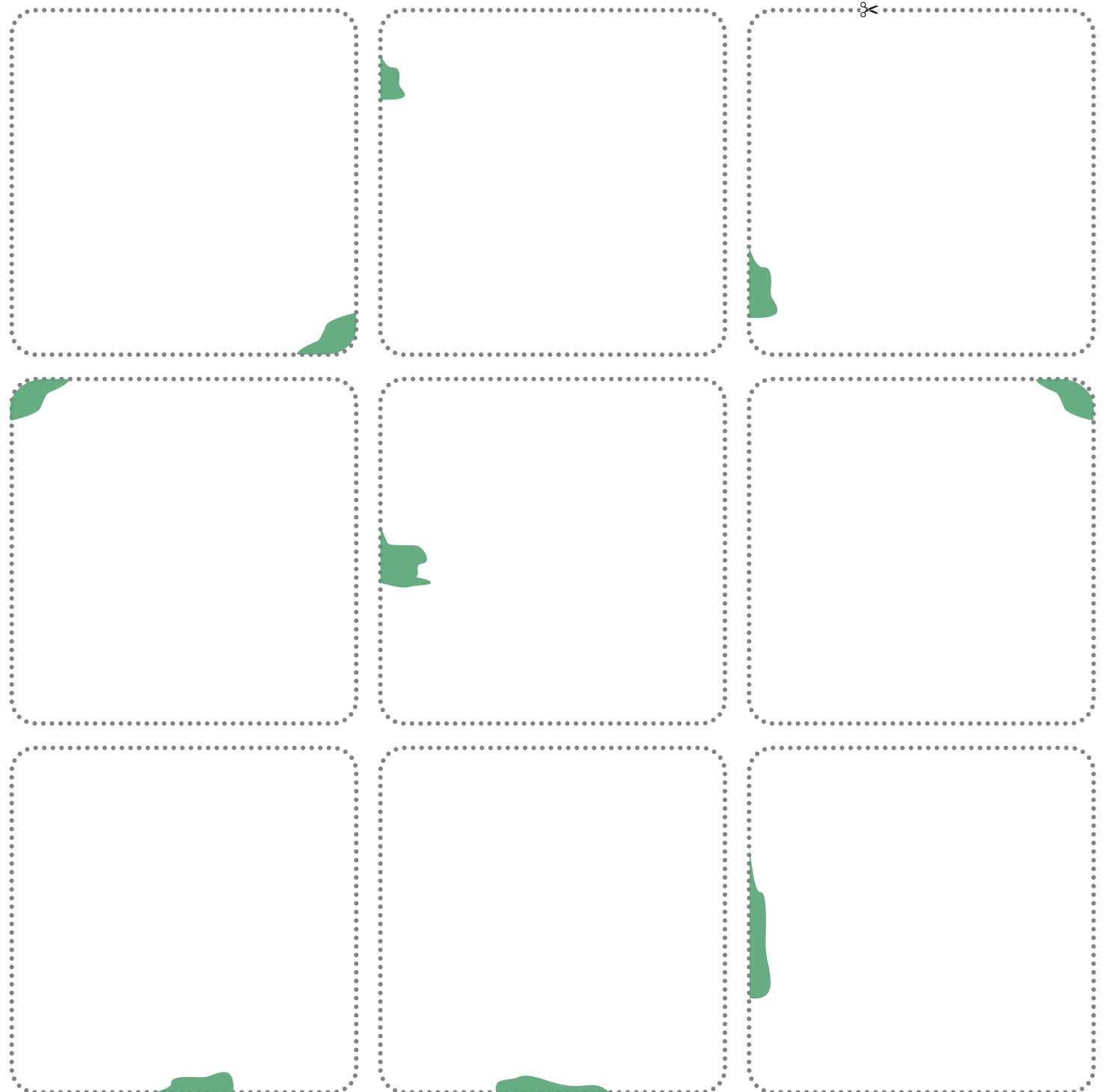
PASTE HERE THE MAP



SCHOOLYARD AND OUR SENSES VISION

PAINT THESE BOXES WITH THE COLORS YOU
BELIEVE THAT YOUR CHARACTER WOULD LIKE TO
SEE WHILE BEING IN THE SCHOOLYARD

CUT THE BOXES AND PUT
THEM ON YOUR FIGURE



NEWS

PASTE HERE AN IMAGE THAT
REPRESENTS YOUR PROPOSAL FOR
THE IMPROVEMENT OF THE
SCHOOLYARD

OUR NEW SCHOOLYARD...

PUT HERE ANOTHER IMAGE
OF YOUR PROPOSAL

PASTE HERE AN IMAGE FROM
THE RPOCESS OF THE
TRANSFORMATION OF THE
SCHOOLYARD

The new schoolyard includes...

During the design
girls and boys...

THE INTERVIEW

The newspaper has interviewed
what changes are necessary
for the schoolyard

How did you decide
what changes are necessary
for the schoolyard

What is your favorite element
of the new schoolyard?

PASTE HERE A PORTRAIT
OF YOUR CHARACTER

SCHOOLYARD AND OUR SENSES HEARING

WRITE IN THESE BUBBLES ALL THOSE SOUNDS THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE TO HEAR WHILE HE/SHE IS IN THE SCHOOLYARD.

CRI-CRI

BAAAM

CUT THE BUBBLES AND
PUT THEM ON YOUR FIGURE

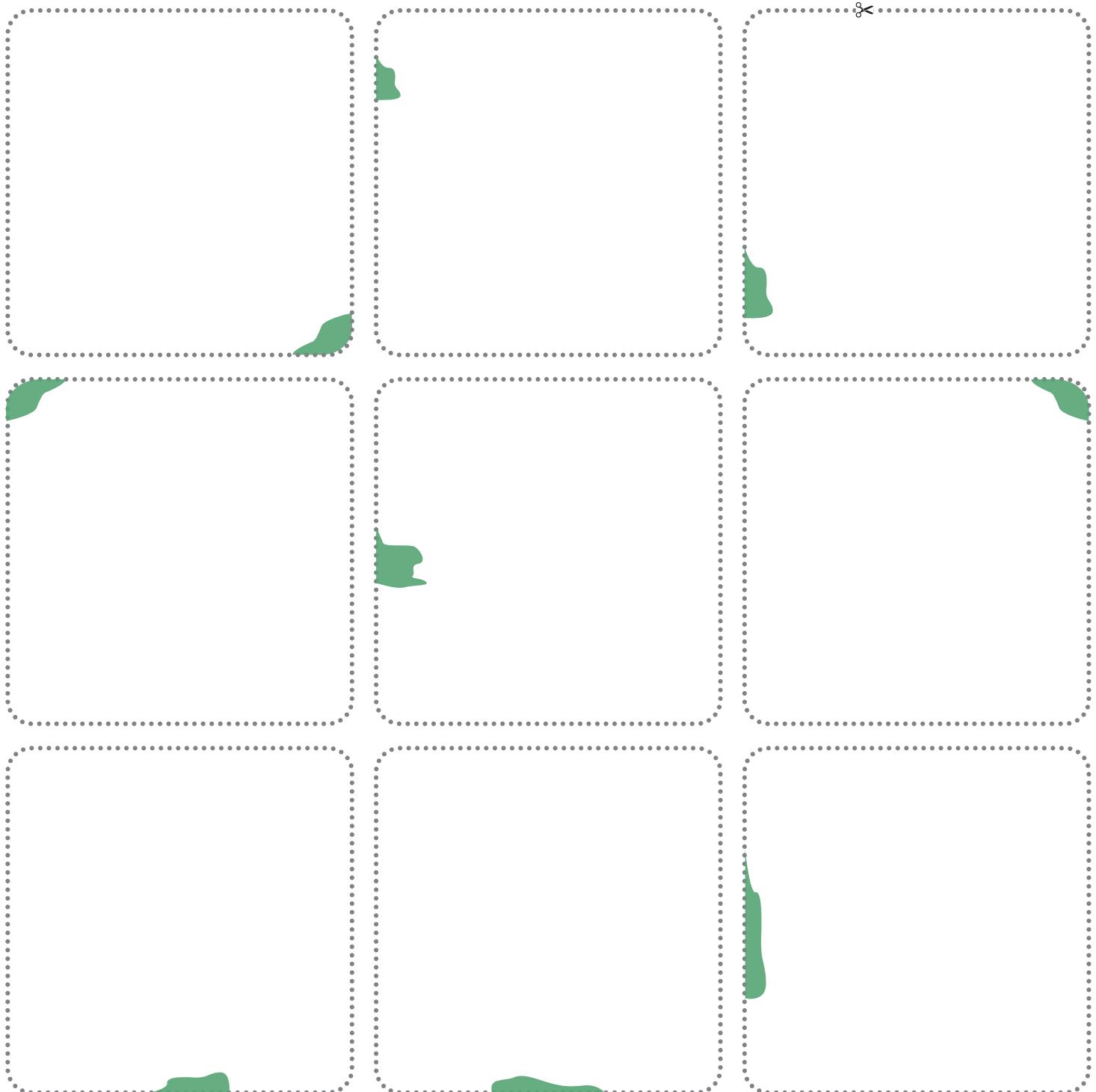


SCHOOLYARD SOUNDS

SCHOOLYARD AND OUR SENSES TOUCH

PASTE INSIDE THE BOXES CUTS FROM TEXTURES,
ALSO PHOTOS OF THEM OR REALISTIC, THAT YOU
THINK YOUR CHARACTER WOULD LIKE TO BE ABLE
TO TOUCH.

CUT THE BOXES AND PASTE
THEM ON YOUR FIGURE.



SCHOOLYARD AND OUR SENSES SMELL

WRITE WITHIN THESE DIFFERENT BUBBLES ODORS
THAT YOU BELIEVE YOUR CHARACTER WOULD LIKE
TO SMELL.

CUT THE BUBBLES AND PLACE
THEM IN YOUR FIGURE.



THE SCHOOLYARD SMELLS...

THE SCHOOLYARD SMELLS...